



WELCOME TO OUR LEARNING COMMUNITY!

Now that you are logged in, please go to the Meeting menu at the top of this screen to set up and test your microphone. You will need to do this every time you log into a learning community.

Go to Meeting
Select Audio Setup Wizard – go through the steps!

Formative Assessment for Montana Educators: Classroom Instruction



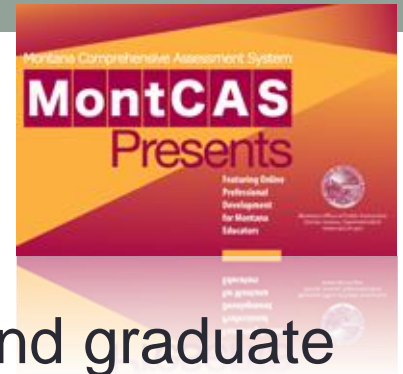
- An Online Class
- Presented by the Office of Public Instruction
- Summer 2012
- Judy Snow, State Assessment Director

Facilitators

- Stevie Schmitz, Class and Learning Community Facilitator
- Alisia Landis, Assessment Specialist
- Judy Snow, State Assessment Director



Important Information



- Attendance – This will be recorded for CEU and graduate credit purposes.
- Graduate Assignment: Reflective Paper describing what you have learned in the class and how you will apply it to your professional setting. Please email to me at stevie@bresnan.net by July 31st.

Introductions



- As we have been spending important time together, please re-introduce yourself to the learning community....
- The facilitator will begin...



- Discussion:
 - Chapter 8. Developing and Deepening Formative Assessment Practice or
 - Chapter 6. Providing Feedback
 - *Chapter 7. Activating Students as Owners of their Own Learning and*
 - *and*
 - *Formative and Summative Assessment in the Classroom and*
 - *The Value of Formative Assessment*

Reflective Questions



- What are the structures already in place to support your engagement in a school-based PLC devoted to formative assessment?
- What are the barriers that might need to be addressed for the work of PLC's in your school to be successful?
- What are the resources within the school and/or district on which you could call?



THE VALUE OF FORMATIVE ASSESSMENT

“Formative assessment, properly implemented, is a powerful means to improve student learning—but summative assessments such as standardized exams can have a harmful effect.” (Black and William, 1998)

Reflect on this statement....

Impact on student learning



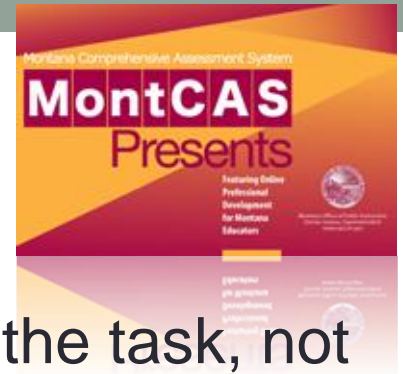
- Black and William report that studies of formative assessment show an effect size on standardized tests of between 0.4 and 0.7, which is larger than most known educational interventions.
- What does this mean for educators and their students?

Think about...

- “Actual assessment practices are often harmful; marking and grading are overemphasized while giving useful advice is underemphasized, and comparing students competitively causes low-achieving students to believe they cannot learn.” (FairTest)



Improving assessment for students



- Formative assessment should be focused on the task, not the student
- The student must understand the feedback so he/she can utilize the feedback for learning
- Students must learn to self-assess so that they can grasp what they need to do to achieve

Teachers can help with formative assessment by:



- Offering opportunities for students to express their understanding
- Facilitating classroom dialogue that focuses on exploring understanding, and
- Offer feedback which includes opportunities to improve and guidance on how to improve

Heritage

- Implementing formative assessment means “changing the way a teacher thinks about their teaching and their view of their role as a teacher” (Black, Harrison, Lee, Marshall, & Wiliam, 2003, p. 80)



Heritage



- “Formative assessment practice requires teachers to think differently about the relationship between instruction and assessment, to see feedback as a central mechanism in promote learning and to come to regard students as partners in the learning process.” (Heritage, 2010. p. 118)

PLCs



- How can PLCs be used to enhance expertise with formative assessment?
- What can you do as a school leader (you are all leaders) to facilitate professional learning communities in your school?
- Has this PLC helped you with formative assessment and would you like to continue?

William's Resource List



1. ABCD Cards
2. ABCD corners
3. A or nothing
4. Ask the audience
5. Best accent competition
6. Best composite test paper
7. Best examples discussion
8. Choose-swap-choose
9. Colored cups
10. Daily sign-in
11. Error Classification
12. Exit Pass
13. Exit pass place mats
14. Extended wait-time (for higher-order questions)
15. Find the errors and fix them
16. Generating test items (with correct answers)
17. Go 50-50
18. Group-based end-of-topic questions
19. Group-based test prep

Techniques continued



20. Hinge-point questions

21. Homework help board

22. Hot-seat questioning

23. If you did know, what would you say?

24. If you don't know, I'll come back to you.

25. If you've learned it, help someone who hasn't

26. I-you-we checklists

27. Learning logs

28. Learning portfolios

29. Match the comments in the essays

30. Mini white boards

31. No hands up except to ask a question

32. Page protectors

33. Phone a friend

More techniques...

- 24. Plus-minus-equals grading
- 35. Popsicle sticks
- 36. Pose-pause-pounce-bounce
- 37. Preflight checklist
- 38. Questions shells
- 39. Ranking exemplars
- 40. Real-time test

- 41. Red.green disks
- 42. Reporter at random
- 43. Statements rather than questions
- 44. Think-pair-share
- 45. Three best samples discussion
- 46. Student reporter
- 47. Three-fourths of the way through a unit test



Still more....

48. Traffic lights

49. Two stars and a wish

50. WALT and WILF

51. What did we learn today?

52. What not to write

53. Writing frames



What's Next?



- For those completing the course for graduate credit, please write and submit a 3-5 page paper describing how you will apply what you have learned in your professional setting. Please turn your paper into me at stevie@bresnan.net by July 31, 2012.



THANKS FOR YOUR ACTIVE PARTICIPATION!

Please send additional comments, questions, or feedback to me at stevie@bresnan.net.

Thanks for all you have taught me about teaching and learning. Your feedback has been wonderful!